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ABSTRACT

The document is the final report of the career development outreach project. The project was designed to actively involve a systematic program of career education, dissemination of occupational information, and career guidance. The project was to make the target population (students, faculty, and staff at the University of Maine at Farmington and individuals referred by community agencies) cognizant of the career resources available to them when making career choices and also to encourage the target population to make their career decision based on realistic information. The functions (individual counseling, testing, placement, community service, group counseling, and resource library) of the center have been tested over the years and proven successful. Survey instruments, forms, and instructional material are appended. (KB)

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FINAL REPORT

CAREER DEVELOPMENT OUTREACH PROGRAM

EXEMPLARY PROJECT

Conducted Under
Part C of Public Law 90-576

The project herein was performed pursuant to a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services. Grantees undertaking such projects under State Department sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official department of Educational and Cultural Services position or policy.

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June 30, 1975

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SUMMARY OF REPORT

TIME PERIOD:

This report covers the period, July 1, 1974 to June 30, 1975.

GOALS AND OBJECTIVES OF THE REPORT:

The goals of this Outreach Project were to inform, and to motivate the following groups in the area of Career Development:

1. Students at the University of Maine at Farmington
2. Faculty and Staff at the University of Maine at Farmington
3. Individuals (high school dropouts, unemployed, underemployed young adults, veterans, etc.) that are referred by the staff of the Community Action Council of Franklin County, Veterans Administration, Bureau of Veteran's Affairs, Neighborhood Youth Corps, parents and high school counselors.

The Career Development Outreach Project was designed to actively involve the staff and facilities of the Center for Educational and Career Development in a systematic program of career education, dissemination of occupational information and career guidance. The project continued to make the above-mentioned target populations cognizant of the career resources available to them when making career choices and also to encourage the target populations to make their career-decision based on realistic information concerning themselves and the world of work.

SPECIFIC OBJECTIVES OF THE PROJECT:

1. To serve as a career guidance recource center for the population (high school dropouts and adults in Franklin County) served by the Franklin County Community Action Council, the veterans enrolled in the Veterans Early Education Program, as well as for the student population at the University of Maine at Farmington.
2. To expand the knowledge and expectations of the target population concerning career information of the 70's as it relates to their present interests, skills and experiences.
3. To identify those people in the target population who could benefit from transfer to other educational programs and/or institutions that

would give them the education or training desired.

4. To continue to increase the diversity (written, audio, and visual) of the Center's library in the area of educational and career information to cover all occupations ranging from skilled to professional.

5. To expand the use of the resources of the Center by the faculty at UMF; to focus their thinking on career development as it relates to their discipline.

PROCEDURES FOLLOWED:

We revised our reporting system; instituted a materials sign-out system; maintained a co-operating relationship with faculty and outside agencies through periodic meetings and exchange of ideas; expanded our testing program; expanded our Career Resource Library; supervised the Co-operative Education Porgram; trained Veteran's Early Education Counselors in the use of the Center resources; provided individual and group counseling; conducted seminars and workshops on a variety of subjects; developed policies and procedures for the Buckley Amendment; Developed a multitude of instructional materials and a booklet "Not to Decide is to Decide," prepared a synopsis of our services for inclusion in all informational type booklets on campus.

RESULTS AND ACCOMPLISHMENTS:

1. As of May 29, 1975, we saw 1505 different individuals (1245 students, 260 non-students).

2. Our group activities served 628 individuals (see appendix).

3. We received referrals from Franklin County Community Action, Friends of counselees, parents, head residents, R.A.'s, self, academic counselors, ministers, faculty, classified employees, administration, counselors in residence, Town Manager, police, Maine Employment Service, high school counselors.

4. We had consultations with: Franklin County Community Action Council, faculty, Program of Basic Studies, SAD # 9 Internship Program, Tri-County Mental Health, Career Day Carrebec High School, with students regarding Career Education class projects, Thomas College, Baptist Ministers, Husson College, Federation for the Blind, Liberal Arts Council. Squareheads Meeting, Legislative Hearing on LD 1609, Rural Health Associates, Bureau of Vocational Rehabilitation, Veterans Association, Neighborhood Youth Corps, Jay Junior High School, Pine Tree Legal, University of Maine at Orono, Unity College, Maine Employment Service Council.

5. We had 424 contacts with faculty and administrators, and 206 contacts with outside agencies.

6. We had 131 community consultations.

7. We developed job descriptions for both the Center Director and the Career Development Educator.

8. We met weekly with all counselors on campus to coordinate counseling efforts, to plan programs for 1975-76 and for inservice training.

9. We retained the services of Dr. Martin Fleishman, Psychiatrist, as a consultant.

10. We wrote an $85,000. Federal Grant Proposal for a Career Education and Development Project.

11. We were invited to speak about Careers at one Residence Hall. 50 students attended.

12. Trained 2 PBS-VEEP Counselors in the use of the Career Library and techniques on How to Research a Career.

13. Did a Career's program for the Business and Professional Women's Group in Farmington.

14. Organized, conducted, and reported on, a conference for Employers of Education Majors.
30 Superintendents/principals and an estimated 100+ students participated.

15. Participated in Career Day's at Jay Junior High School, Carrabec High School, the Admissions sponsored Career Day on campus, and Livermore Falls High School.

16. Held evening seminars for R.A.'s regarding the use of the Career Library, researching career techniques, and how interest tests can be helpful.

17. Did one radio Program with Sandra McDonald aimed at opportunities and problems the older female student encounters.

18. Exhibited Health Career information at a Career Fair in Augusta.

19. Guest lectured - Mr. Harrigan's Rehabilitation Class and Sandy Johnson's Early Teaching Experience Classes.

20. Assisted with information and suggestions for the Advisors' Handbook prepared by the Dean of Math and Science.

21. Assisted University of Maine at Augusta in developing a career resource library.

22. Have served as facilitators for goal setting and responsibility clarification for the experimental SAD # 9 - UMF's Teachers Intern Project.

23. Assisted Thomas College in the organization and operation of their Placement Office.

24. Spoke in favor of LD 1609 at the Legislative hearing.

25. Discussed with Dr. Dave Fearon, at his request, ways Co-operative Education could help the non-typical student.

26. Rev. Bob Gale contacted us and we participated in a program concerning problems college students face with Baptist Ministers from across the state.

27. Assisted students with resources for a Career Education presentation as part of a class requirement.

28. 87 agencies and 80 university personnel were contacted in the process of developing 25 co-operative education positions.

29. Developed a new cover and solicited letters from each program director to accompany the "Job Seekers Directory" we published last year.

30. Developed 24 posters - job clusters, steps to finding a job, job market projections to 1980, salaries for various occupations, and distributed them throughout the campus.

31. Published a Center Communicator.

32. Completed an evaluation of our Placement services by our 1973-74 graduates. Results were published in our Mid-year Placement Report.

33. Published a 1973-74 Annual Placement Report and in February a Mid-year Report.

34. Conducted a survey of school superintendents regarding number of teachers hired in 1973-74.

35. Conducted a survey of the faculty as to what services the Center should and should not offer.

36. Developed a new in-house reporting system.

37. Transparencies to assist seniors in completing credentials, writing resumes and letters of inquiry.

38. Pamphlets - "How to Research a Career", "Why Every Senior Should Complete a Job Placement Packet," and "Generating Job Leads by Mail."

39. Edited with permission - "The Job Hunt: A Game Plan," "The Job Interview: The Other Side of the Table," and "Liberal Arts: Education and Employability."

40. Guidelines for the organization and operation of Career Development Symposiums.

41. Developed a booklet "Not to Decide is to Decide" which deals with choosing a career and the resources on this campus to assist students.

42. Held 43 seminars concerning job hunting strategies, interviewing, and writing letters of inquiry and resumes with 13 faculty involved first semester and 14 faculty participating second semester.

EVALUATION:

Due to the level of funding we were unable to hire an outside evaluator. However, as a staff our weekly meetings included an ongoing self-evaluation. As a result of this process some activities were dropped and others intensified to insure the most effective use of our time and resources. Also,

the secretary kept a list of individuals seen and indicated the dates and the counselor seen. The staff maintained their own records and reported quarterly their activities to the Director.

The staff and the director held reciprocal evaluation sessions using their job descriptions as a basis.

Externally, the faculty were surveyed as to their attitude and perception of the Center and it's specific functions (see appendix). We also conducted an evaluation survey by 1973-74 graduates of our placement services including the Career Education programs for seniors (see appendix).

CONCLUSIONS:

This year can best be characterized as an "activity" year for the Center. The past two years have been devoted to building the resources and personnel to support an activity based program. The type of activities we sponsored are indicative of our developmental growth since 1972.

Our view of Career Education as a life long process has proven to be a viable approach in reaching our objectives. The counseling, resource information and testing aspects of the Center have assisted our target population to assess the limits and possibilities within themselves and their environment. We believe that as a result of this process target populations were better able to make decisions wisely.

In emphasizing a process we also emphasized the fact of change. We found most individuals regardless of age trying to make irrevocable decisions. This assumes a static world and with it comes "fear" of making the wrong decision and negation of a dynamic individual. An additional charge was perhaps most evident in our students who began to investigate alternatives to teaching.

Our greatest accomplishments were in generating statistical data and reporting that data, in establishing a foundation for a Co-op program on campus, in the development of instructional materials, in conducting Career Education programs on and off campus, in conducting activities and in coordination of counseling services on campus.

RECOMMENDATIONS:

1. That projects of this scope have a staff of three full-time individuals. This would free one to develop more rapidly the community, faculty, and student contacts necessary for success.

2. That such projects have two full-time secretaries.

3. Articulate early through written and personal contacts the Center services to the target population.

4. Maintain contact with target population, community agencies, and faculty through frequent communications (phone, newsletters, reports).

5. Develop early career search information packets for use with non-student populations.

6. Coordinate existing resources on the campus and in the community to develop a broad base of information and referral resources.

7. An Advisory Board is one means to obtain imput from the varying populations you serve. However, they cannot have decision making power for they cannot be held accountable. They become a recommending body and the training necessary before they become useful should be done prior to asking them to recommend policies.

8. The budget for this project has been far too small. No project of this scope should be undertaken without monies for two full-time staff and preferrably three, and at least a secretary and a half.

9. Costs of materials and supplies to begin such a project should be substantial to allow for the speediest development of a resource library.

BODY OF THE REPORT

PROBLEM AREA

The project directed itself toward the following areas as listed in the original proposal.

1. Lack of access to career information and counseling on the Farmington campus and in Franklin County. (Proposal pg. 5,6)

2. Low aspiration level of our target population. (Original Proposal pg. 4,5)

3. The tight job market caused students to doubt the value of an education and themselves. (Original Proposal pg. 5)

4. Inmature career patterns of our student population. (Original Proposal pg. 5)

5. Dissatisfaction of present academic advising by both students and faculty. (Original Proposal pg. 5)

RELATED STUDIES, EXPERIMENTS AND LITERATURE

A survey by the Center of available career information on campus and in Franklin County substantiated the need for career education resources. Most information available was fragmentary and impossible to survey unless a career decision had already been made. That this need is not peculiar to our geographic location is pointed out by Robert Darcy and Phillip Powell in their book Manpower and Economic Education. Their book grew out of a curriculum development project co-sponsored by the U.S. Office of Education and after 5 years of experience with the materials.

Ann Streeter in her article "Counseling Today and Tomorrow." states the "dedicated counselor has an obligation to help students determine the most suitable career direction according to personal characteristics.....to provide information that will give the student an awareness of the realistic conditions of the working world he will be entering -- to expose the student to the different career choices available -- and to present and discuss schooling alternatives which will prepare him for his chosen career." (Emphasis, 1974)

Dr. Spradley, in his article "Career Education a Cultural Prospective." states that "the choice factor has increased so rapidly in our society that it seems impossible to deal with, and as a result education was designed to impart fundamental skills for adult roles and to prepare children for more education. Thus, we have contributed to the development of a society lacking experience in choice making." (Essays on Career Education, 1973)

In our case it is expressed in low aspiration levels, inmature career patterns and dissatisfaction with the academic advising system.

Larry Allen a recent high school graduate helps to verify that the problem areas we have indicated regarding students is not peculiar to this geographic location. He states, "Many students leave high school without any concept of what the world of work is all about. Even college bound students rarely have any concrete ideas of how their proposed major areas of study will lead to employment. Infact, many of them are college seniors before they even begin to consider the need to relate their studies to present or future occupational opportunities." (Essays on Career Education, 1973)

A study by Michael Osborne published in December 1971 in the Journal of Educational Research points out that students aspire to and expect to achieve educational goals in the direction of the like-sex parent. If this is true for our population, and most UMF students are first generation college students, we can support and provide the encouragement to aspire and achieve to the level of their capabilities, not to their parents.

D.G. Anderson and A.A. Binnie points out in their research project,"' Effects of a Group Vocational Guidance Class with Community College Students', that aspiration levels can be raised and more realistic assessment of aptitude can be achieved through courses and/or seminars in 'Career and Educational Planning.'" (Vocational Guidance Quarterly, December, 1971). Our Career Search Groups accomplished what the above class did.

In a article "The World of Work: 1980" Burt Nanus indicated to manpower experts that concern for the whole person will be the emphasis, not just obtaining employment for an individual. This is the emphasis we have given in our work and most especially with seniors and non-students. (Impact, Spring, 1972)

Further reinforcement that the problem areas we have been concerned with are not unique is provided in a study "Educational Career Future Blue Chips or not?" conducted by Impact and Francis E. Burtnette. (Impact, Spring, 1972)

Their findings were as follows:

1. Students appear extremely flexible about their future career plans, because of a concern over the economic uncertainty of the times and because of a feeling that in times of social change they must keep their options open.

2. When students make specific career preferences, they seem to lean more heavily toward people-oriented or service jobs.

3. Many students hold a set of pre-conceived images about which of the many careers in society have more prestige and value, and thus are supposedly "better" to enter.

4. Although they have a distinct impression about certain fields and the specific occupations within these fields, for many young people these images are based on myth and not on reliable or factual information.

5. Students place great stock in personal communication, expressing a desire to receive information about careers on personal basis, through human interaction.

6. The young see education as a mechanism for bringing about a better way of life. However, this is ideal rather than something which they see as a reality.

7. Students generally speak favorably of their instructor. When they criticize them, it is for being out of step with the times or for not having the time to take a personal interest in them. The criticism of counselors was similiar. Many students feel that counselors do not understand pupils needs, offer unrealistic advice or at the high school level are primarily concerned with getting as many people into college as possible.

Dr. Fredrickson, Ms. Rowley and Ms. McKay in their article "Multipotential - a Concept for Career Decision Making" state that"A career counseling process that supports the notion of multipotentiality will be better able to help the client learn to expect change in his career and anticipate the need to develop other abilities. In this way, the individual will be able to control his own career plans and direction." (Impact, 1975)

This has been our approach and was reflected in our original proposal under Relation of Goals to Project, page 4. The above article further states, "A concept of the multipotentiality of the individual would help the individual to anticipate changes and recognize them not as failures to measure up to the requirements of a previous choice but an awareness of their own plasticity and ability to adapt to a changing world of work" which confirms our experience with individuals trained as teachers, who when unable to obtain a teaching position see themselves as failures. (Impact, 1975)

In the article "A Career Management Model for Counselor Involvement" Lorraine S. Hansen and W.W. Tennyson most succinctly state the problems our project has directed its' efforts toward I quote, "Among these problems are the changing meanings of work-thoughtful challenges of the traditional work ethic, midlife career changes, and concerted efforts to achieve balance among multiple life roles. A tight labor market creates limits on occupational opportunities, suggesting the need for counseling with regard to alternative occupations. There is a walling off of the employment-bound from the college-bound and of the school from the community in ways that limit the development of reality-based curricular and counseling experiences. An information deficit is created because of an open, fast-changing society in which it is difficult for one to know the range of options available or the means to achieve them. Finally, there are the special needs of bypassed populations, especially women, the handicapped, and minorities, who have been outside of the opportunity structure, who lack the sense of agency or positive self-concept that will allow their career to develop, and who need to know the many life style options available to them." (Personnel and Guidance Journal, May,1975)

GOALS AND OBJECTIVES OF THE PROJECT

The goals of this Outreach Project are to inform, and to motivate the following groups in the area of career development:

1. Students at the University of Maine at Farmington

2. Faculty and Staff at the University of Maine at Farmington

3. Individuals (high school dropout, unemployed, low career expectations of young adults, veterans, etc.) that are referred by the staff of the Community Action Council of Franklin County, Veterans Administration, Bureau of Veteran's Affair, Neighborhood Youth Corp, parents and high school counselors.

The Career Development Outreach project is designed to actively involve the staff and facilities of the Center for Educational and Career Development in a systematic program of career education, dissemination of occupational information and career guidance. The project will continue to make the above-mentioned target population cognizant of the career resources available to them when making career choices and also to encourage the target population to make their career-decisions based on realistic information concerning themselves and the world of work.

The following objectives were established to meet the above goals.

1. To serve as career guidance resource center for the population (high school dropouts and adults in Franklin County) served by the Franklin County Community Action Council, the veterans enrolled in the Veterans Early Education Program, as well as for the student population at the University of Maine at Farmington.

2. To expand the knowledge and expectations of the target population concerning information of the 70's as it relates to their present interests, skills and experiences.

3. To identify those people in the target population who could benefit from transfer to other educational programs and/or institutions that would give them the education or training desired.

4. To continue to increase the diversity (written, audio and visual) of the Center's library in the area of educational and career information to cover all occupations ranging from skilled to professional.

5. To expand the use of the resources of the center by the faculty at UMF; to focus their thinking on career development as it relates to their discipline.

PROJECT DESCRIPTION

Project Description: "To utilize the staff and facilities of the Center for Educational and Career Development in an outreach program to disseminate career information and to motivate UMF students and referred citizens from Franklin County to consider realistic and meaningful information in relation to developing individual career patterns.

The staff consists of one full-time Director, one full-time Career Development Educator. one half-time Co-operative Education Coordinator, one full-time secretary.

We served a student population of approximately 1500. Due to the Basic Studies and Veterans Early Education Programs we do not have a homogeneous population. Also, we have a large portion of married students which further adds to the diversity

of our student population. There also exists a very unbalanced male-female ratio 1-4 respectively.

The majority of our students are preparing for a career in teaching which partially contributes to the male-female ratio.

We revised our reporting system which allowed us to better identify problem areas and areas where our efforts could now be reduced. A materials sign out system was instituted and using this as a basis we were able to more efficiently order duplicate materials.

A co-operating relationship through meetings and periodic exchanging of information was maintained with Franklin County Community Action, Tri-County Mental Health, Veterans Early Education Program, Basic Studies Program and the Farmington ministers.

We trained the Veterans Early Education Program Counselors in how to use the Center resources and in techniques of "How to Research a Career" a pamphlet we developed. This program used the Center's resources and space to hold their Career Education Classes.

Seminars, workshops and meetings were conducted to discuss, graduate school, testing, Why are you here, credentialing, interviewing, job hunting strategies, co-operative education, placement, faculty advising, mental health concerns, the liberal arts student, the returning student and CED, Franco American student.

We used weekly Center staff meetings to keep each other up-to-date, to discuss common problems, to plan, to evaluate, and to do inservice training.

For the dissemination of information we used annual and mid-year reports to faculty and administration, surveys, a newsletter, posters throughout the campus, bulletin boards in the Student Union and Administration Building, the bi-weekly bulletin, the student newspaper, the radio station and information sessions with the residence hall staff.

In summary our procedures included:

Personal contact, instructional material, resource library, testing, dissemination of information, seminars and workshops, individual and group counseling.

RESULTS AND ACCOMPLISHMENTS

The functions(individual counseling, testing, placement, community service, group counseling, and resource library) of the Center have been tested over the year and have been found to be viable means by which to accomplish our goals.

To present an over-all view of the Center's accomplishments, I will report on each function.

INDIVIDUAL COUNSELING

Individuals seen:

Students	1245	Total interviews	1725 (an average of 11 per day)
Non-students	260		
Total	1505		

Individuals were seen basically about career planning and/or personal social adjustment. This count indicates 1505 different indivdiuals and does not include the walk-ins nor the group work.

We received referrals from: friends of the counselor, parents, ministers, head residents, self, faculty, high school counselors, academic tutors, Franklin County Action Council Outreach Workers, Classified Employees, administration, Maine Employment Security, Rural Health Associates, Town Manager.

We had consultations with

Franklin County Community Action Council
Faculty
Program Basic Studies
SAD # 9 Internship Program
Tri-County Mental Health
Career Day Carrabec High School
With students regarding Career Education Class projects
Thomas College
Baptist Minister
Husson College
Federation for the Blind
Liberal Arts Council
Squareheads Meeting
Legislative Hearing on LD 1609
Rural Health Associates
Bureau of Vocational Rehabilitation
Veteran's Association
Neighborhood Youth Corps
Jay Junior High School
Pine Tree Legal
University of Maine at Orono
Unity College
Maine Employment Service Council

GROUP COUNSELING

This has taken the form of seminars, workshops and search groups. During the year we have conducted the following group counseling activities which served a total of 901 individuals.

ACTIVITY	NUMBER STUDENTS
Senior and alumni - Interviewing skills, Job hunting strategies, credentialing, Job Market.	509

ACTIVITY	NUMBER STUDENTS
Wednesday night dialogues - Why are you here, How to study, Graduate school, Testing	24
Residence Halls - Career Awareness, Resources available	105
CLEP Testing	9
Veterans Early Education Program	180
Employer interviews with seniors	74
Total	901

Our consultating activities have increased tremendously this year which is a continuation of a trend that began second semester 1974.

TESTING

This area of the Center has continued to grow. We offer achievement, aptitude, interest and personality testing and have administered and interpreted 70 tests (The Strong Vocational Interest Inventory, the Kuder DD, the Minnesota Vocational Interest Inventory, and the Hollander Self Search.)

This past year we were a test center for the College Level Examination Program and did monthly testing.

Testing has been done at an individuals request.

The Psychology Department as part of a course gives the Strong Vocational Interest Test. The results are forwarded to the Center and should a student want more than a general interpretation they are referred to the Center.

RESOURCE LIBRARY

From September to May we have been engaged in acquiring a breadth as well as a depth of career information. We now have the standard, educational and occupational references, undergraduate and graduate catalogues, job opportunities files for business, industry, education, public and social services, pamphlets geared to challenge women to consider occupations other than traditional fields, study guides for the GRS's, Miller Analogies and Federal Civil Service Tests, 103 career tapes, study skill film strips and audio tapes.

PLACEMENT

The service available to seniors expanded to include the whole realm of career information. The best way to explain the growth of the area is to list and describe some of the activities that have taken place this past year.

The credential packets were again evaluated and re-written.

311 seniors have registered and filled out credential papers.

116 alumni re-activated their files and are presently on our mailing list.

An attempt was made by the staff to talk to each senior individually or in small groups to explain the services of the Center and their credential packet. Each of the elementary student teaching centers were visited as were the secondary methods classes on campus.

11 interviewers recruited on campus for a total of 74 interviews arranged. This is a substantial reduction from last year and reflective of the present supply and demand, and budgetary conditions.

Workshops on interviewing skills were held with each student attending having the opportunity to have at least one practice interview.

Workshops on "How to Find a Job" were held. Forty students attended.

Transportation was provided to take a group of seniors to Portland to attend the Maine Native Sons and Daughters Career Days.

Each senior registered with the Center received a copy of the ASCUS Journal and the Graduate Magazine.

Students received the Graduate Record Examination fee waivers. A special attempt was made to talk with seniors about graduate school and make them aware of the Center's collection of graduate catalogues.

A conference with school superintendents, principals, faculty members, and students was held to discuss "Job requirements and college preparatory programs."

The areas we made the most significant headway in were communications and the development of instructional material. (see appendix) For seniors we have established the expectation that they can obtain information from our office. The idea of a credential packet - what it is and how it's used is becoming common knowledge.

CO-OPERATIVE EDUCATION:

A Co-operative Education Program funded through a Federal Grant, became a new service of the Center last year. This year we continued exploring with faculty, business, industry, and various agencies the possibility of developing Co-operative Education options for this campus.

To date, various departments have expressed an interest in offering a Co-operative Education experience as an option for their students. The Home Economics department has instituted a Public Service Option to student teaching. Students were interviewed, their applications processed, and contact made with interested agencies resulting in 25 students having a co-operative experience. To accomplish these results 87 agencies and 80 university personnel were contacted.

On the state level a computerized job bank for the state of Maine was completed. Also, state-wide standardization forms and procedures were implemented to avoid confusion and unnecessary competition between campuses.

OTHER ACTIVITIES:

1. Arranged a seminar on "Teaching in Australia."
2. Worked with the Public Information Office on 4 press releases regarding placement oriented news features.
3. Compiled placement comparison figures for the University of Maine system.
4. Conducted a cost analysis of the Placement Office operation.
5. A two year progress report on Co-operative Education is being compiled.
6. Weekly mailings of job openings. December to May 29th listed 401 in-state openings and 364 out-of-state openings.
7. At President Olsen's invitation met with the academic Deans to discuss Placement.
8. Revised and up-dated all instructional materials for 1975-76.
9. Held a seminar on teacher certification with the State Certification Officer as the speaker.

EVALUATION:

This year can best be characterized as an "activity" year for the Center. The past two years have been devoted to building the resources and personnel to support an activity based program. The type of activities we sponsored are indicative of our developmental growth since 1972.

The activities carried out would have been impossible without cooperation among the staff in each others area of immediate responsibility. Having other than the director working during the summer made possible the planning of program activities for the fall.

Areas for which we have received the greatest positive faculty feedback were the development of instructional materials, the senior seminars, the Annual and Mid-year Placement Reports, and our willingness and ability to assist faculty and their students with career related questions and problems.

Based on preliminary review of 41 returned faculty questionnaires which asked what the Center should and should not be doing, our activities were ranked in order as follows: (1) Placement Activities 90%; (2) Career Resouree Library 88%; (3) Individual Counseling 85%; (4) Group Career Counseling 83%; (5) Assist students transferring to another institution 80%; (6) Guest lecturing on Career Education 78%; (7) Testing - aptitude, personality, interest 78%; (8) Counseling students who

are dropping out 73%; (9) Serve as a referral resource for community agencies 73%; (10) Test and Counsel individuals from the community 56%; (11) Co-operative Education 44%.

Many agreed 10 and 11 should be done as time permits or should be done by the Public Service Division.

Our greatest accomplishments were in gathering statistical data and reporting that data, in establishing a foundation for a Co-operative Education Program on campus, in the development of instructional materials, in conducting Career Education programs on and off campus, in consulting activities and in coordination of counseling services on campus.

CONCLUSION: A Career Development Outreach Program can serve as a career guidance resource center for both the community in which it is located and the university students.

IMPLICATIONS: Based on our experiences of the past three years differing age groups share the desire to improve the quality of their life whether it be economically, educationally or personally. As indicated in our project and similar projects across the county services to assist individuals in bringing their desires to reality and/or assessing them realistically are very limited or so diversified that motivation is lost. Perhaps the concept of career centers serving various geographic areas in Maine is a feasible beginning in our search to improve the quality of life in Maine.

RECOMMENDATION: Continue to develop our services to coordinate our efforts with those existing agencies. Continue to assist other colleges and universities to establish similar services and resources.

CONCLUSION: We have expanded the knowledge and expectations of our target population. In 1972-73 only 422 students and 96 non-students sought our services, this year 1245 students and 260 non-students used our services. Useage, I believe indicates we are being perceived as a resource for gaining knowledge about and for investigating personal potentialities.

IMPLICATIONS: Based on our experiences this past year differing age groups share the desire to improve the quality of their life whether it be economically, educationally, or personally. As indicated in our project and similar projects across the county, services to assist individuals in bringing their desires to reality and/or in assessing them realistically are very limited or so diversified that motivation is lost. I believe the concept of career centers serving various geographic areas in Maine is a feasible beginning as we seek to assist others in their efforts to improve the quality of their lives.

RECOMMENDATIONS: Continue to develop our services and to coordinate our efforts with those of existing agencies.

CONCLUSION: We have identified people in our target population who could benefit from transfer to other educational programs and/or institutions that would give them the education or training desired.

IMPLICATIONS: If the concept of transfer is accepted as desirable then policy

and attitudinal changes will be required before it can become fact and a real option devoid of it's present academic and financial burden.

RECOMMENDATION: When assisting individuals to transfer from one educational system to another be prepared to challenge some existing policies and attitudes. Each institution should have a written transfer policy so a student may transfer with awareness not ignorance.

CONCLUSION: We have expanded our Career Library to cover occupations ranging from skilled to professional, to cover graduate study, study guides for various tests, career tapes, financial aid information, industry and business information, 2 year and 4 year undergraduate and graduate catalogues, and career needs of the future.

RECOMMENDATION: Continue to expand the library resources especially two-year programs. Also, expand the forms of information-tapes, film strips, etc.

CONCLUSION: We have expanded the use of the resources of the Center by the faculty, and have begun to focus their thinking on career development as it relates to their discipline. Our career symposium program has received initial acceptance in some areas.

IMPLICATION: The above is based on the assumption that faculty will accept career development as being in their realm of responsibility. Our experience indicates that attitudes and clarification of what we mean by career development is necessary before progress can be made in this area. As more faculty become aware that they are involved in career development then a resource center becomes a service they welcome and use.

RECOMMENDATION: Communicate frequently and provide them with some of the information available in their discipline. Involve them actively in the Center as often as possible as resource people and to recommend additional materials and/or services for the Center.

CONCLUSION: We have expanded our means and frequency of communication with our target populations, co-operating agencies, and faculty.

IMPLICATION: Use of the Center and the co-operation of other agencies and individuals is dependent upon informed persons. Communicating with the various groups is the most effective way to gain support as well as understanding of the concept of career education.

RECOMMENDATION: Systematic communications as well as sporadic communications should be continued for the life of similar projects.

CONCLUSION: A team approach staff is most effective in developing a Career Education project and most effectively uses the talents of all concerned.

IMPLICATION: With the team approach career development begins with the individual the student or non-student first sees at the Center, and thus sets an expectation that assistance is available. Career Development becomes a set of attitudes as well as a set of goals.

RECOMMENDATIONS: When developing a Career Education project, begin with the development of your staff. Achievement of an interdependency strengthens the team approach and provides an atmosphere where creativity and/or criticism are of equal value.

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INSTRUMENTS

1. Non-student in-take questionnaire
2. Student in-take questionnaire
3. Center classification reporting form
4. Center staff daily report form
5. Center staff monthly report form
6. Center staff activity report form
7. Placement registrant's survey form
8. Teacher employment survey form
9. Faculty survey form
10. Evaluation of UMF Placement services form
11. Evaluation form for school administrator's conference
12. Should I Go to Grad School? Self evaluation form
13. Psychometric form

NON-STUDENT IN-TAKE INTERVIEW QUESTIONNAIRE

1. I know what I would like to do for a life work.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

2. Job opportunities in this area are easy to find out about.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

3. I have the ability to succeed at the work I choose.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

4. Receiving some further schooling is of interest to me.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

5. Staying in the State of Maine is important to me.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

6. I know where to find information on job training places.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

7. Telling an employer about myself and what I can do is hard for me.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

8. I have no definite plans for my future.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

9. A high school diploma is important.
   Strongly Agree 1 2 3 4 5 Strongly Disagree

10. Job training would be of interest to me later after I earn some money.
    Strongly Agree 1 2 3 4 5 Strongly Disagree

11. I would like to know more about some types of jobs.
    Strongly Agree 1 2 3 4 5 Strongly Disagree

12. Supervisors are usually easy to get along with.

Strongly Agree 1 2 3 4 5 Strongly Disagree

13. There are persons in my community I can go to for help with personal problems.

Strongly Agree 1 2 3 4 5 Strongly Disagree

14. I have trouble getting along with people.

Strongly Agree 1 2 3 4 5 Strongly Disagree

15. Moving from job to job is usually not good for me.

Strongly Agree 1 2 3 4 5 Strongly Disagree

16. I would like a job that required additional training.

Strongly Agree 1 2 3 4 5 Strongly Disagree

17. It's important to know what your abilities and interests are.

Strongly Agree 1 2 3 4 5 Strongly Disagree

18. Staying in my community is important to me.

Strongly Agree 1 2 3 4 5 Strongly Disagree

19. I know about the high school equivalency (GED) test.

Yes_____ No_____

20. I have a high school diploma or high school equivalency (GED).

Yes_____ No_____

21. I do have special skills.

Yes_____ No_____

22. The last grade I attended was _____.

STUDENT IN-TAKE INTERVIEW QUESTIONNAIRE

1. I feel that much of my school work is going to be of value to me in later life.

Strongly Agree 1 2 3 4 5 Strongly Disagree

2. I am thinking about and planning what I am going to do when I get through school.

Strongly Agree 1 2 3 4 5 Strongly Disagree

3. I know what job opportunities there are in my own community.

Strongly Agree 1 2 3 4 5 Strongly Disagree

4. I belong to a group the members of which often do interesting things together.

Strongly Agree 1 2 3 4 5 Strongly Disagree

5. I get along well with adults.

Strongly Agree 1 2 3 4 5 Strongly Disagree

6. I feel I know how to present information about my abilities, training, characteristics and experience to employers in a convincing manner.

Strongly Agree 1 2 3 4 5 Strongly Disagree

7. There are persons in this college to whom I can go with confidence for help in solving any personal problems.

Strongly Agree 1 2 3 4 5 Strongly Disagree

8. I spend more than the required amount of time on my school work.

Strongly Agree 1 2 3 4 5 Strongly Disagree

9. I have received college help in deciding what my future vocation will be.

Strongly Agree 1 2 3 4 5 Strongly Disagree

10. I think that I get along with my parents about as well as most young people do.

Strongly Agree 1 2 3 4 5 Strongly Disagree

11. I think that I read well enough for purposes of study, getting information and enjoyment.

Strongly Agree 1 2 3 4 5 Strongly Disagree

12. I have found that most of my subjects in college are interesting.

Strongly Agree 1 2 3 4 5 Strongly Disagree

13. I think I have the ability to succeed in college.

Strongly Agree 1 2 3 4 5 Strongly Disagree

14. I often wish that I had more friends.

Strongly Agree 1 2 3 4 5 Strongly Disagree

15. I know for sure what I would like to do for a life work.

Strongly Agree 1 2 3 4 5 Strongly Disagree

16. I take part in college activities (plays, dances, programs, clubs, etc.)

Strongly Agree 1 2 3 4 5 Strongly Disagree

17. I have recently felt as though I would like very much to quit college.

Strongly Agree 1 2 3 4 5 Strongly Disagree

18. I plan to go to graduate school when I finish college.

Strongly Agree 1 2 3 4 5 Strongly Disagree

19. I would like help in examining my abilities, personality, traits, and interests as they may pertain to my future plans.

Strongly Agree 1 2 3 4 5 Strongly Disagree

20. I feel I have friends among the opposite sex.

Strongly Agree 1 2 3 4 5 Strongly Disagree

21. I have personal problems I would like to talk over with someone.

Strongly Agree 1 2 3 4 5 Strongly Disagree

22. I would look to this college for help in seeking employment.

Strongly Agree 1 2 3 4 5 Strongly Disagree

23. I have access to the information I want and need to know about the various occupations I have considered.

Strongly Agree 1 2 3 4 5 Strongly Disagree

24. I feel I have the ability to make realistic plans for myself.

Strongly Agree 1 2 3 4 5 Strongly Disagree

25. I have had regular conferences with a faculty member who counsels me on my educational and vocational planning.

Strongly Agree 1 2 3 4 5 Strongly Disagree

26. I feel I have adequate information about sex.

Strongly Agree	1	2	3	4	5	Strongly Disagree

27. I often feel as though it is useless to keep on trying to do all the things I am supposed to do.

Strongly Agree	1	2	3	4	5	Strongly Disagree

28. I plan to stay in this state after completing my education.

Strongly Agree	1	2	3	4	5	Strongly Disagree

CENTER CLASSIFICATION REPORTING FORM

USE OF "CENTER" BY

A -- STUDENTS

B -- FACULTY

C -- ALUMNI

D -- STAFF (Classified)

E -- ADMINISTRATION

F -- COMMUNITY CONSULTATION

G -- OUTSIDE AGENCIES OR EDUCATIONAL INSTITUTIONS

H -- NON-STUDENTS

J -- VETERAN'S PROGRAM VEEP

K -- SUPERINTENDENTS - PRINCIPALS

TYPE OF USE

1. Career Counseling
2. Academic Counseling
3. Personal Counseling
4. Information Assistance
5. Co-operative Education
6. Placement
7. Testing
8. Seminars
9. Referred

FACILITIES USED

a. undergraduate catalogs
b. graduate catalogs
c. career files
d. career tapes
e. career filmstrips
f. credential services
g. human resource file referral
h. campus interviews

CENTER STAFF DAILY REPORT FORM

DATE_____

	INDIVIDUALS	TELEPHONE	GROUPS/MEETINGS
8:00 a.m.			
9:00 a.m.			
10:00 a.m.			
11:00 a.m.			
12 NOON			
1:00 p.m.			
2:00 p.m.			
3:00 p.m.			
4:00 p.m.			
TOTALS			

NAME_____

	INDIVIDUALS	TELEPHONE	GROUP/MEETINGS
5:00 p.m.			
6:00 p.m.			
7:00 p.m.			
8:00 p.m.			
9:00 p.m.			
TOTAL EVENING			
TOTAL DAY			

CENTER STAFF MONTHLY REPORT FORM

CENTER FOR EDUCATIONAL AND CAREER DEVELOPMENT

Total Interviews --

Total Counselees --

- Non-students
- Students
- Total number of students participating in group activities
- Average weekly drop-ins

Referrals:

- Sources of referrals
- Reason for coming to the Center
- Cause of the above

Consultations --

Narrative Information Needed:

- Major Activities and Accomplishments during this period
- Significant findings and events
- Problems
- Disseminating activities
- Other activities
- Staff Development - conferences you have attended, etc.

CENTER FOR EDUCATIONAL AND CAREER DEVELOPMENT

Activity Report Form

BRIEF DESCRIPTION OF ACTIVITY

SET-UP

REACTION

RECOMMENDATION

PLACEMENT REGISTRAN'S SURVEY FORM

Name _____ Date _____
(Last) (Maiden) (First) (Initial)

Address _____
Street

_____
Town State Zip Phone

Address of a person who will always know where you can be reached:

Name _____
Last First

_____
Street Town State

_____
Zip Phone Number

_____

_____

TEACHING POSITION:

Town _____ Bldg. _____ State _____

Grade(s) you will teach _____ Subjects you will teach _____

Teaching Experience _____ Salary _____

Superintendent _____ Principal _____

BUSINESS/INDUSTRY POSITION:

Employer _____ Town _____ State _____

Your Title _____ Salary _____

OTHER POSITION:

Homemaker _____ Military _____ Graduate School _____
Other(include travel, etc.) _____
Not seeking employment until _____ Because _____

_____

INITIAL INFORMATION about the job I accepted came through: UNF Placement Office ( ); a Relative ( ); a Friend ( ); Independent Exploration ( ); Other ( ) _____

GRADUATE SCHOOL:

College or University _____
Part time ( ) Full time ( ) Financial Aid Yes ( ) No ( ) Grants Yes ( ) No ( )
Assistantships Yes ( ) No ( ) Loans Yes ( ) No ( )

GRADUATE SCHOOL SELECTION TESTS: Graduate Record Examination Yes ( ) No ( )
Achievement Test in _____ Law School Yes ( ) No ( )
Miller Analogies Yes ( ) No ( ) Medical School Aptitude Yes ( ) No ( )
Dental School Aptitude Yes ( ) No ( ) Other (specify) _____

TOTALS

TEACHER EMPLOYMENT SURVEY

1. How many teachers does your S.A.D. hire in an average year? 1156

2. How many teachers did you hire between October 1973 and September 1974? 1721

3. How many (of # 2) have Masters' degrees? 269

4. How many (of # 2) have previous teaching experience? 896

5. How many (of # 2) were from out of state? 264

6. Please indicate the number of teachers hired (Oct. 73 - Sept. 74) in each of the following areas:

4 YEAR DEGREES (TOTAL: 1350)					
SECONDARY (TOTAL: 494)				ELEMENTARY (TOTAL: 856)	
English	118	Mental Retardation	35	General Elementary	682
Home Economics	42	Emotional Disturbance	4	Reading	43
Mathematics	73	Learning Disabilities	44	Mental Retardation	36
Science	74	Speech Therapy	16	Emotional Disturbance	17
Social Studies	58	Rehab Worker	2	Speech Therapy	32
Reading	24	Language Arts	4	Early Childhood	19
				L.D.	27
2 YEAR DEGREES (TOTAL: 7)					
Trainable Mental Retardation	3			Trainable Mental Retardation	4
				Early Childhood	0

Name _____ Title _____

School System _____ Address _____

PLEASE STAPLE AND RETURN BY NOVEMBER 22, 1974

FACULTY SURVEY FORM

1. Are you
   ____faculty
   ____administration

2. Have you heard of the Center for Educational and Career Development? yes__ no__

3. Was what you heard positive___ or negative____

4. If you have heard of the Center what or who was your source? Comment:

5. What involvement have you had with the Center and its personnel?

   none____ referred student(s)____ obtained information____

   visited____ gave suggestions____ had Center staff member visit my class_

   helped with special events (conf., seminars, etc.)_____

6. Center functions at present:
   Check off whether you think the Center should or should not be doing the following activities:

	Should do	Should not do
1. Placement activities	____	____
2. Group Career counseling	____	____
3. Providing a career resource library	____	____
4. Co-operative Education	____	____
5. Individual counseling	____	____
6. Guest lecturing on Career Education	____	____
7. Testing-aptitude, personality, interest	____	____
8. Counsel students who are dropping out	____	____
9. Assist students transferring to other institutions	____	____
10. Serve as a referral resource for community agencies	____	____
11. Test and counsel individuals from the community	____	____

7. Can you suggest any other activities or functions of the Center that we are not doing at present but perhaps should be planning for the future?

8. Resource Library

Have you visited the Career library? yes___ no___

Did you know one existed? yes___ no___

Do you know what it contains? yes___ no___

9. In accordance with your understanding of Career Education, do you feel the concept:

restrictive___: needed___not needed___

expanding___: needed___not needed___

10. In what ways do you think the Center could be of assistance to you?

Return to:

Sharon Sommer
Center for Educational and
Career Development
UMF Campus

SAMPLE

EVALUATION OF UMF PLACEMENT SERVICES

	EXCELLENT	SATISFACTORY	POOR
1. Attitude of Staff	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )
2. Credentialing Process	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )
3. Sending out credentials	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )
4. Interviewing Workshops	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )
5. Interviewing Schedule	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )
6. Job Hunting Seminars	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )
7. Response to your needs	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )
8. Weekly Mailings	( ) ( ) ( )	( ) ( ) ( )	( ) ( ) ( )

9. How could we have been of more assistance?

We have self-addressed the back of this sheet for your convenience. Please fold, staple or tape and provide a stamp. It will then be ready to mail.

Thank you.

EVALUATION CHECK LIST

Conference with Employers of Education Majors
University of Maine at Farmington
April 1, 1975

Check one:

☐ School Administrator
☐ Student
☐ Faculty - UMF
☐ Other - Identify _____

On a scale of 5 to 1 (5 is tops) please rate the following:

1. _____ Rate (and Identify) the discussion group in which you participated.
   Group # _____ *Comment _____

2. _____ Was the Conference topic pertinent to today's educational scene?
   *Comment _____

3. _____ Overall Conference organization.
   *Comment _____

4. _____ Food ___ Hospitality ___ Parking ___ Facilities (rooms) ___ Time allotted to activities
   *Comment _____

5. _____ Did panel members stick to the conference topic?
   *Comment _____

6. _____ Did panel members adequately represent their counterparts in a school administrative support team?
   *Comment _____

7. _____ Significance of keynote speaker's presentation.
   *Comment _____

8. _____ Has the Conference experience provided you with new insights in dealing with entry-level teachers?
   *Comment _____

9. _____ To what extent do you believe the college program will be effected by the Conference dialogue(s)? (in the future).
   *Comment _____

10. _____ How do you rate the sincerity of UMF's wanting to hear from people from the field "telling it like it is"?
    *Comment _____

Comment on: "How the Conference might have been improved."

Further comment on whatever you wish. (use reverse side, too.)

Sample

SHOULD I GO TO GRAD SCHOOL?

1.) DO I HAVE ENOUGH INFORMATION TO MAKE A CLEAR DECISION?

2.) DO I REALLY HAVE THE ABILITY TO EARN AN ADVANCED DEGREE?

3.) DO I HAVE SCHOLARLY ASPIRATIONS OR DO I FEEL UNCOMFORTABLE AS A STUDENT?

4.) WHAT OTHER FACTORS WILL SHAPE MY FATE AS A GRADUATE STUDENT?

5.) DO I KNOW WHAT KIND OF A CAREER I WANT AND DO I KNOW WHAT IT TAKES TO GET THERE?

6.) DO I HAVE ALTERNATIVES IN CASE I DON'T MAKE IT?

7.) DO I REALLY NEED AN ADVANCED DEGREE TO REACH MY GOALS?

IF THE ANSWER TO ANY OF THESE QUESTIONS IS 'NO', THEN DON'T SUBMIT TO THE DISCIPLINE AND DEMANDS OF GRADUATE STUDY.

For more information contact:

THE CENTER FOR CAREER AND EDUCATIONAL DEVELOPMENT

PSYCHOMETRIC FORM

SCHEDULE APPOINTMENTS
FOR TESTING AT:

OFFICE:
PHONE:

Name_____ Address_____ Phone_____

Counselor_____ Date_____ Age_____ Class_____

CIRCLE TEST AND INDICATE NORMS

GENERAL ABILITY

1. CMM (Short form) _____
2. Otis _____
3. Scat _____

INTEREST

1. SVIB _____
2. Kuder _____
3. Holland - Self-Search _____
4. Minnesota Voc. Interest Test _____
5. Hollander - Voc. Pref. Inv. _____

ACHIEVEMENT

1. CLEP _____

APTITUDE

1. DAT
   a. Language Usage (Spell. & Grammar) _____
   b. Abstract Reasoning _____
   c. Clerical Speed & Accuracy _____
   d. Mechanical Reasoning _____
   e. Space Relations _____
   f. Verbal Reasoning _____
   g. Numerical Reasoning _____
2. Other..... _____

PERSONALITY

1. EPPS _____
2. Cal. Psych. Inventory _____
3. Omnibus Personality Inv. _____
4. Mooney Problem Checklist _____
5. Other..... _____

INSTRUCTIONAL MATERIAL

1. Placement Packet Information
2. Job Search Handbook
3. "Should Every Senior Complete a Job Placement Packet."
4. Job Hunt Strategies (Job Hints)
5. Teacher Employment: A Guide for the Job Seeker
6. Common Practices and Policies in the Teacher Employment Process
7. "How to Research a Career."
8. "To Not Decide is to Decide."
9. Career Cluster's for each major on-campus.
10. Transparencies for How to Complete your Placement Credentials
11. Career Symposiums in Development Guide form
12. We wrote and received permission to reproduce the following instructional material:
    - A. Job Barometer
    - B. Liberal Arts and Employability
    - C. Making the Most of your Interview
    - D. What students should know about interviewing
13. Developing job leads by phone and by mail

OTHER MATERIALS

1. Career Clusters by major - Example.
   Also did one for the Center indicating our various resources and services

2. Center Communicator

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN

BIOLOGY